

Youth Empowerment Program Evaluation Report

KENYA

The Informal Sector Business Institute (ISBI)

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TEXT BOXES

Text Box 1: Change through inspiration

ACRONYMS

ACWICT	African Center for Women, Information, and Communications Technology
CBO	Community Based Organization
CV	Curriculum Vitae
ICT	Information and Communications Technology
ISBI	Informal Sector Business Institute
IYF	International Youth Foundation
KSH	Kenyan Shillings
MFI	Microfinance Institution
MOYAS	Ministry of Youth Affairs and Sports
NGO	Nongovernmental Organization
OMS	Outcomes Measurement System
YEP	Youth Empowerment Program

EXECUTIVE SUMMARY

The youth population in the Republic of Kenya accounts for 75% of the country's total population of over 38 million people. Of this number, 14 million are between the ages of 15 and 35, of which over 2.5 million are classified as unemployed. Employment trends in Kenya also reveal that youth make up almost 40% of underemployed workers in the country. Additionally, 37.5% of youth between the ages of 15 and 34 are classified as inactive, meaning they are neither working, looking for work, nor in school. Although 500,000 youth enter the labor market from training institutions around the country each year, less than 100,000 are absorbed into the formal sector.

It is within this context that Microsoft and the International Youth Foundation (IYF) partnered to help disadvantaged youth within Kenya to unleash their potential through the Youth Empowerment Program (YEP). Launched in 2007, YEP sought to adapt to the African context the comprehensive approach to youth employability developed by IYF through its successful *entra21* program in Latin America. Focused on four target countries in Africa – Kenya, Nigeria, Senegal, and Tanzania – the program provides demand-driven training in information and communications technology (ICT), life skills, and entrepreneurship, with a goal to improve the employability of disadvantaged African youth ages 16 to 35.

The study is an independent evaluation of YEP in Kenya, managed by IYF, financed by Microsoft, and executed in Kenya by three implementing partners: the African Center for Women, Information, and Communications Technology (ACWICT), the Informal Sector Business Institute (ISBI), and NairoBits. This report focuses on the YEP program implemented by ISBI, a Kenyan organization established to promote educational initiatives. The objective of the YEP program in Kenya is to provide training to 2,500 young people between the ages of 18 and 35 from informal settlement areas around Nairobi. ISBI particularly focused its attention on the challenges and constraints faced by young men in Kenya. The program aimed to improve the employability of young men by training them in ICT, life skills and entrepreneurship.

The YEP program implemented by ISBI began in 2007 with the objectives to train 1,000 young people between 18 and 25 years old in ICT, entrepreneurship and life skills, and to place at least 50% of the trained participants in internships, jobs or self-employment, and/or volunteer activities.¹ To implement the YEP, ISBI received a grant of US\$61,420. Each participant was provided with 30 hours of life skills training, 100 hours of ICT training, and 20 hours of entrepreneurship training.

The report presents the overall results of the program using baseline and exit surveys followed by the results of two target cohorts that were interviewed – a total of 55 participants (referred to as the sample follow-up cohort). In this regard, questionnaires were developed by adapting the IYF *Entra21* questionnaires to gather the opinions and suggestions of participants and employers. A focus group was also organized to gather participants' views on the program and on their overall environment. ISBI reported training a total of 1,288 participants by the end of December 2009; however, the overall evaluation data is based on the 1,005 participants who had filled out baseline and exit forms. The average age of participants was 22 years of age, with over 81% of them having completed secondary school.

¹ Per terms of the Microsoft-IYF Youth Empowerment Program agreement and overall program objectives of empowering youth by enhancing employability as well as engagement/citizenship, placement is defined as dependent or self-employment or participation in an internship or voluntary community service activity. If a youth beneficiary was employed in one or more jobs, was self-employed, or participated in an internship or community service activity since completing the program, the beneficiary is counted in the program's overall placement rate. In addition, the evaluation provides specific information on employment and self-employment placement rates and outcomes.

The evaluation revealed the following findings on the sample follow-up cohort:

- The evaluation of the 55 participants in the sample follow-up cohort reveals a placement rate of 73.08%.² Participants who engaged in an activity after the training stated they were either involved in an internship (56.41%), worked in a job (58.97%) or independently (23.08%), performed community service (23.08%), or, in many cases, a combination of these. In addition, 25% of the participants from the follow-up cohort (13 respondents) also continued with their studies or participated in another training program. All together, 75% of the respondents were employed, self-employed, participated in an internship or community service, or continued their studies after the training.
- The average monthly salary of participants in the sample follow-up cohort is 9,950 Kenyan Shillings, approximately USD 130. It is important to note that these salaries are individual and *not* household monthly incomes. Compared to the average household incomes of the sample follow-up cohort, the salaries of employed participants are higher than household incomes.
- At the time of the follow-up evaluation, 44.23% of the participants in the sample follow-up cohort were employed, with 69.57% working as employees and 30.43% as self-employed.
- An analysis of the status of participants who were not working at the time of the evaluation (55.77% of interviewed participants or 30 respondents) was also conducted, and found that:
 - 34.48% of the participants were in school;
 - 34.48% were looking for employment;
 - 6.09% noted that employers were asking for more experience or skills than they had;
 - 6.09% stated there were no openings in their occupational fields;
 - 13.79% stated they were not seriously looking for work at the time of the evaluation.

Possible reasons for the challenges participants faced in finding employment at the time of the evaluation are due to existing labor market trends in Kenya, particularly in regards to the inability of the labor market to absorb youth into the formal sector. Other reasons may include a lack of specialized skills, and the fact that the program does not offer an accredited diploma, along with a lack of opportunities through IBSI's partner organizations.

- Participants in the sample follow-up cohort's perceptions of themselves increased in eight out of the 12 various life skills attributes, particularly in their ability to learn on their own, organize their time, and be creative. Overall, participants' perceptions of themselves increased by an average of 2.9 percentage points. This suggests that the IBSI program has had a positive effect on participants' perception of themselves and their life skills. However, there has been a significant statistical change only in participants' ability to work in groups. Respondents assessed themselves lower in this attribute, indicating a negative change in this life skill.
- The evaluation found that 100% of the participants believed that the life skills training had a positive effect on their employment prospects. An important component of the life skills training was one-on-one counseling sessions during which participants met with trainers to discuss their progress in training, work, and other personal matters. According to the data

² The placement rate is comprised of respondents who were engaged in an activity 'after the training and before the evaluation' and 'at the time of the evaluation'. If a participant was employed after the training and before the evaluation and was also employed at the time of the evaluation, he or she was counted only once. Participants who continued with their studies 'after the training and before the evaluation' and 'at the time of the evaluation' are not included in the placement rate.

compiled from interviewed participants, 55.77% of the interviewees participated in the one-on-one sessions while 44.23% did not.

- An analysis of the employment status of youth who participated in the one-on-one counseling sessions revealed that 51.72% of these participants were employed, while 65.22% of participants who did not take part in the counseling sessions were not employed
- 98% of the participants stated that the ICT training affected their employment prospects, while 2% felt that it had not. Those who believed they were not affected stated that it was due to the fact that they had not yet found jobs that had allowed them to use their ICT skills.
- 97.96% of the participants in the sample follow-up cohort stated that the entrepreneurship training affected their employment prospects, and 2.04% believed that it had not. These individuals stated that they were not affected by the training because they are not interested in entrepreneurship. Participants who were affected by the entrepreneurship training stated that they had gained the confidence to start a business if they can access capital.
- Participants expressed very high satisfaction levels concerning the tools used during the training: 96.16% rated the training materials as good or higher while 88.46% rated the training exercises as good or higher.
- All of the participants interviewed rated the quality of their lives as better after the program compared to before the program, with 75% stating that the quality of their lives had become *much better*, and 25% stating that the quality of their lives had become *better*.
- 100% of the program participants would recommend the program to other young people *without any reservations*.
- Concerning the visibility of the program, interviews with employers in particular revealed a lack of sufficient information on the program. Suggestions were made to better market the program to potential employers and partners in order to increase the visibility of the program.
- Also, with regards to the marketing of the program, word-of-mouth through program participants has been the primary method used to recruit applicants. Although this system has worked, participants noted that despite the incentive system attached to this type of marketing, it has not been sufficient in attracting enough students to the program. However, ISBI was in fact successful in meeting its enrollment target.

For a more effective implementation of future YEP programs, the following recommendations are made to ensure a greater impact on the youth:

- Develop a comprehensive marketing strategy by creating an Ambassador Program - this would call for leveraging the current incentive system where program graduates (or Ambassadors) would target area high schools in the informal settlements for potential applicants.
- Increase the depth of courses by adding additional specialized courses for a fee, so that participants can develop greater technical expertise.
- Expand partnerships to increase employment opportunities for youth by extending relations with organizations that focus on the informal sector such as microfinance institutions.
- Create partnerships with placement agencies so as to provide participants with other options and avenues in their search for a job.

Overall, ISBI was able to meet its objectives under the program including training at least 1,000 young men in ICT, entrepreneurship and life skills, and was successful in placing at least 50% in jobs, internships, self-employment, and/or voluntary community service. According to the youth interviewed

for the evaluation, the program has had a tremendous influence on the participants, and has made some dramatic changes to the lives of the young men who participated in the program. Their lives have been transformed for the better as has their perception of the potential the future holds for them.

A. SECTION I: INTRODUCTION

The youth population in the Republic of Kenya accounts for 75% of the country's total population³ of over 38 million people⁴. Of this number, 14 million are between the ages of 15 and 35⁵, of which over 2.5 million are classified as unemployed⁶. Employment trends in Kenya also reveal that youth make up almost 40% of underemployed workers in the country⁷. In addition to this, 37.5% of youth between the ages of 15 and 34 are classified as inactive, meaning they are neither working, looking for work, nor in school⁸. Although 500,000 youth enter the labor market from training institutions around the country each year⁹, less than 100,000 are absorbed into the formal sector.¹⁰

These disheartening figures are a reflection of the underlying issues facing the youth population. The educational system in Kenya has yet to answer to the real needs of a continually growing labor market, as well as the need for a workforce that is not only technically competent, but is also equipped with developed soft skills in time management, communication skills, problem solving, and adaptability.

The challenges facing Kenyan youth led the Government of Kenya to create a ministry to address the various needs of the youth population. The Ministry of Youth Affairs and Sports (MOYAS) was created in 2005 to 'represent and address youth concerns in Kenya'¹¹. Despite MOYAS's attempts to promote employment through programs such as Youth Learning Resources Centers and the Youth Economic and Social Empowerment Project, along with the Government of Kenya's programs such as Kazi Kwa Vijana and the Marshall Plan for Youth, youth unemployment in Kenya is still at staggering levels as job creation has not been rapid enough to meet the needs of yearly entrants into the labor market. According to MOYAS, 'one of the greatest challenges in youth empowerment and participation is how to ensure that young people are passionate about causing transformation in Kenya'. Youth empowerment, according to the Ministry, is 'the quintessential force for causing such transformation'.¹²

It is within this context that Microsoft and the International Youth Foundation (IYF) are contributing to helping disadvantaged youth within Kenya to unleash their potential through the Youth Empowerment Program (YEP). Launched in 2007, YEP sought to adapt to the African context the comprehensive approach to youth employability developed by IYF through its successful *entra21* program in Latin America. Focused on four target countries in Africa – Kenya, Nigeria, Senegal, and Tanzania – the program provides demand-driven training in information and communications technology (ICT), life skills, and entrepreneurship, with a goal to improve the employability of disadvantaged African youth ages 16 to 35. The specific objectives of this two-year program are to meet the employment needs of young people in the four target countries by:

- Strengthening the capacity of at least six implementing organizations to deliver high quality employability programs to reach at least 40,000 individuals; with 10,000 young people

³ Figure provided by the Republic of Kenya Ministry of Youth Affairs and Sports.

⁴ Kenya National Bureau of Statistics, <http://www.knbs.or.ke/#>.

⁵ UN Population Division of the Department of Economic and Social Affairs, <http://esa.un.org/unpp/p2k0data.asp>.

⁶ Daily Nation, 'High Unemployment Rate Could Evolve Into Revolution, Experts Warn', May 2, 2009. Statement made by Isaac Kamande, Chief Economists at the Ministry of Youth Affairs and Sports.

⁷ World Bank Kenya Poverty and Inequality Assessment Executive Summary and Synthesis Report, p. 93. Underemployment, as defined by the World Bank, refers to those that work less than 28 hours per week.

⁸ International Labor Organization, Department of Statistics, Key Indicators of the Labor Market Database (KILM) 2008.

⁹ International Labor Organization Decent Work Country Program: Kenya 2007 – 2011, p. 10.

¹⁰ World Bank Kenya Poverty and Inequality Assessment Executive Summary and Synthesis Report, p. 90.

¹¹ Daily Nation, 'High Unemployment Rate Could Evolve Into Revolution, Experts Warn', May 2, 2009. Statement made by Isaac Kamande, Chief Economists at the Ministry of Youth Affairs and Sports.

¹² Ibid.

benefiting directly from ICT, life skills, entrepreneurship, and marketable job skills training; and

- Achieving at least 70% placement¹³ of those who receive training under the program through internships, jobs, self-employment, and/or voluntary community service.¹⁴

The program provides assistance with job placement in the formal and informal sectors, and enterprise development services including access to credit through alliances with other providers. The program also seeks to encourage continuing education and training.

The YEP program in Kenya was implemented by three nongovernmental organizations in Nairobi: the Informal Sector Business Institute (ISBI), the African Center for Women, Information and Communications Technology (ACWICT), and NairoBits. The overall goal of the three organizations combined was to train 2,500 youth in ICT, life skills, and entrepreneurship.

In order to measure the outcomes of the program on the participants, an independent follow-up evaluation has been conducted in each of the four countries of the program. This report will focus on the evaluation of the ISBI YEP program in Kenya. The objectives of the evaluation are to:

- Review the implementation process for the program pilot and its outcomes;
- Assess the outcomes of the training for the youth in terms of acquisition of skills, placement, and creation of businesses or income-generating self-employment;
- Gather the opinions of employers on the performances of trainees and employees, as well as gaps to be filled;
- Gather recommendations from employers and stakeholders in order to improve the implementation of the program.

The sections of the report describe the YEP program implemented by ISBI, the evaluation methodology, the profile of the trained participants, and findings based on both an analysis of the participant database for the program and that of participants who were interviewed in person to assess the outcomes of the program on their employability. Following this analysis, the report provides feedback from the participants and various stakeholders on the administration of the program. The report concludes with proposed recommendations to strengthen the program.

¹³ The placement rate is comprised of respondents who were engaged in an activity 'after the training and before the evaluation' and 'at the time of the evaluation'. If a participant was employed after the training and before the evaluation and was also employed at the time of the evaluation, he or she was counted only once. Participants who continued with their studies 'after the training and before the evaluation' and 'at the time of the evaluation' are not included in the placement rate.

¹⁴ Per terms of the Microsoft-IYF Youth Empowerment Program agreement and overall program objectives of empowering youth by enhancing employability as well as engagement/citizenship, placement is defined as dependent or self-employment or participation in an internship or voluntary community service activity. If a youth beneficiary has been employed in one or more jobs, has been self-employed, or has participated in an internship or community service activity since completing the program, the beneficiary is counted in the program's overall placement rate. In addition, the evaluation provides specific information on employment and self-employment placement rates and outcomes.

B. SECTION II: DESCRIPTION OF THE YEP PROGRAM IMPLEMENTED BY ISBI KENYA

A. Overall description

The Informal Sector Business Institute (ISBI) is a Kenyan organization established to promote educational initiatives. ISBI is sponsored by Strathmore Educational Trust, a Public Charitable Trust incorporated in Kenya. The Institute's mission is to provide training; foster excellence, entrepreneurship, responsibility, and integrity; and promote the greatest possible perfection in all spheres of human life.

ISBI works to improve the lives of disadvantaged youth by providing them with an open and welcoming environment that enables them to formulate their ideas while empowering youth with skills to make them more employable in Kenya. The organization primarily targets young men from the informal settlements of Eastlands, Embu, Kangemi, and Kawangware. ISBI's training is carried out under four core principles:

- **Market-based courses** – the organization's training programs are based on market needs to better equip youth with skills that match current market trends.
- **Participatory approach to learning** – using a small student/staff ratio, ISBI encourages interactive learning through the use of case studies, self-learning, tutorials and discussions.
- **Knowledge sharing** – with an understanding that 'knowledge is power', the organization provides training to participants by disseminating information that could be useful to micro entrepreneurs.
- **Christian and human virtues in business** – by basing its objectives and principles on Christian and human virtues, the Institute is able to develop the individual side of program participants, with a goal to lead to a positive ripple effect in society.

B. The curriculum

The objectives of the ISBI YEP program were to:

- Train 1,000 young people between 18 and 25 years old in ICT, entrepreneurship and life skills.
- Place at least 50% of the trained participants in internships, jobs or self-employment.

The ISBI curriculum is comprised of 100 hours of ICT training, 20 hours of entrepreneurship training, and 30 hours of life skills training. The ICT training is intended to provide youth with the basic skills necessary to function in a technology driven world. Upon completion of the ICT program, students are awarded a certificate. The ICT courses provide basic computer training using the Microsoft Official Academic Curriculum (MOAC) from Microsoft Unlimited Potential (UP), and are divided into two parts:

Part I of the program offers a hands-on approach to computer basics with the following courses:

- Introduction to computers;
- Word processing fundamentals;
- Spreadsheet fundamentals;
- Database fundamentals.

Part II of the ICT training offers more advanced training and includes:

- Internet and e-mail;
- Web design fundamentals;

- Presentation fundamentals;
- Digital media fundamentals.

The entrepreneurship courses provide participants with knowledge on how to manage a business. The course aims to provide youth with basic business skills. The modules covered in the business training include:

- How to develop a business plan;
- Management skills;
- Marketing skills;
- Accounting.

The life skills training provides participants with the skills necessary to succeed in school, to find gainful employment, and to increase community participation. An IYF Life Skills Manual was modified to fit the contextual realities of Kenya and the target group. Participants are taught to take care of themselves, make good decisions, and maintain good relationships with others. More specifically, youth are provided training in:

- Managing one's emotions;
- Motivation;
- Job seeking skills;
- Communication skills;
- Interviews;
- Human virtues;
- Sex and sexuality;
- Drug and substance abuse.

Training is conducted primarily in ISBI facilities. Training schedules, cohort sizes, and number of training hours are included in the annex to this report.

ISBI also provides one-on-one counseling sessions and interacts with students on a regular basis to ensure training is being fully effective.

C. Recruitment and selection

Initially, ISBI's recruitment strategy for the YEP program was focused on distributing brochures about the program to different youth groups. Subsequently, program alumni were identified to help promote the program to potential participants through an incentive system, which included offering alumni 100 Kenyan shillings for each new participant they referred to ISBI. In this regard, potential participants were more likely to apply to the program after having learned about YEP from a peer who participated in the program. The organization found from experience that this method was in fact the most effective form of marketing the YEP program.

ISBI also wrote to the Ministry for Youth Affairs and Sports to advertise the program to the Ministry's constituents in an effort to increase the visibility of the YEP program. In addition, the Institute asked other organizations working on youth welfare to spread the word about the program.

The dynamic nature of the recruitment process at ISBI has in effect caused the organization to organize its program around the number of participants available as opposed to following a stringent program

regimen. In other words, a training session begins only once a number of students deemed reasonable by ISBI have been accepted into the program.

The participant selection process consists of a one-to-one screening process with the prospective students. ISBI's selection criteria for the YEP program are:

- *Age (between 18-25 years old)*
- *Have a working knowledge of English*
- *Have basic literacy skills (basic understanding of English is a must)*

Generally, the majority of applicants were high school graduates. However, the selection criteria were extended primarily to youth who demonstrated both a need and motivation for joining the program. For example, the organization did accept applicants who did not complete primary school in an effort to provide training to as many potential youth as possible.

D. Placement

Participants who completed the program were given the option to submit their CV to ISBI. The organization would then forward the CVs to their various partners for potential job opportunities. Unfortunately, the number of available job opportunities in the formal sector in Kenya did not allow the organization to place as many individuals in entry level positions as wished. Additionally, ISBI intended to leverage the Strathmore University Alumni as potential employers of the YEP participants. However, due to financial constraints to be able to invest in placement services, the organization concentrated more on microenterprise development. The strategy was successful as ISBI received a donation from a local investment corporation to be used to support the more promising enterprises by buying equity into their businesses. This allowed the organization to develop a Business Incubator Program, which was designed to support entrepreneurs who completed the YEP entrepreneurship training, displayed outstanding entrepreneurial skills, and developed good business plans.

The sections below present the evaluation methodology, information on the target participant population, the outcome of the training and broader results of the program, an assessment of the implementation of the program, and recommendations. The data analysis is focused on the total participant database as made available by ISBI, as well as an analysis of the specific data from the target cohort that was interviewed at the time of the evaluation (referred to as the sample follow-up cohort).

C. SECTION III: EVALUATION METHODOLOGY

A. Sampling methodology

The evaluation selected to focus on a sample cohort for direct interviews, referred to as the sample follow-up cohort. The choice of the target cohort for evaluation was guided by the requirement for a post-training period of approximately six months in all countries at the time of the evaluation to account for sufficient time for placement, as well as sufficient time for the participants to apply what they had learned.

For ISBI, cohort 7 was selected. The participants in cohort 7 were trained by March 2009. Subsequently, due to contact information changes and the challenge of reaching certain participants from cohort 7, cohort 8, which completed training in June 2009, was included in the sample in order to reach the target number of interviewed participants. It is important to note that cohort 8 still met the requirement for a six month post-training period at the time of the evaluation.

A total of 180 youth were registered to participate in the training in cohorts 7 and 8 during the timeframe noted above. Out of the 180, interviews were conducted with a total of 55 participants from the program. The YEP training schedule which describes the various training locations, number of hours and cohort sizes is included in the appendix to the report.

It is important to note that the cohorts that were selected for the evaluation are in fact not a structured group and the youth beneficiaries who were interviewed were selected randomly. Baseline and exit forms from the organization's entire database of participants were used to draw comparisons between the sample follow-up cohort and overall participants. A comparison of the profiles of the participants in the database and the sample follow-up cohort (see Section IV) indicates that the sample follow-up cohort is representative of all the trained youth from the ISBI YEP program.

B. Data collections tools

Document review

The evaluation was initiated by a review of various documentation and discussions with IYF and the implementing agency, ISBI. The review provided the evaluation team with a better understanding of the program's objectives, and served to modify the sample questionnaire provided by IYF to address the specificities of each of the country and agency programs. The key documents that were reviewed for the Kenya ISBI YEP include the following:

- Entra21 report;
- IYF quarterly "Africa Citizenship Project Status Reports" to Microsoft;
- ISBI Project Proposal;
- ISBI Project Description;
- Grant Agreement between Microsoft Community Affairs for West, East, Central Africa and Indian Ocean Islands and IYF;
- ISBI Quarterly Reports to IYF.

Participant database

The program used an outcomes measurement system (OMS) in which participants were surveyed at three points as they moved through the program — at baseline, at program completion (or after finishing the main parts of the program), and approximately six months after completion of the

program. IYF and ISBI adapted both surveys to specific program/country circumstances based on tested models IYF developed in its *Entra21* program in Latin America. Each survey includes the participant's unique identification number (assigned at baseline), personal and contact information, demographic and socioeconomic data, and self-assessments of participants' abilities in life skills. Capturing this data at baseline and exit enables the program to assess changes from a participant's entry into the program to the time of program completion. The information from both surveys is captured in a participant database created by IYF. A sample of the contents of the participant database was reviewed against hard copy participant files to verify data accuracy.

This analysis found that the first participants into the program did not fill out baseline or exit forms. Therefore, the characteristics of the entire participant database (socio-demographic profile) is based on those participants who filled out a baseline form (see details in section D).

Participant questionnaire

The evaluation included face-to-face interviews with participants from the sample follow-up cohort from January 26 to 29, 2010 at ISBI's two training centers in Lavington and Eastlands, using an adapted version of the validated and tested survey questionnaire from the IYF *Entra21* program. The objectives of the questionnaire were to assess the outcomes of the program in terms of employment including work, internship, voluntary work, and entrepreneurship, as well as to gauge the overall perception of the participants of the program's achievements.

The questionnaire was structured as follows:

- Socio-demographic and background information about the participant;
- Quality of life;
- Educational attainment;
- Training outcomes;
- Employment profile;
- Perception of self;
- Evaluation of the program.

Employer questionnaire

Employers of program participants were also interviewed to gauge their perception of the program, and to assess the skills of program participants from their perspective. An employer questionnaire also based on the *entra21* survey was used to this effect and addressed the following:

- General information about the employer organization;
- How the participant was recruited, mainly focusing on the mechanisms used to attract participants;
- The performance of the program participants who had interned or were employed within the organization;
- The willingness of the employer to continue and recruit participants from the program;
- Recommendations from the employer to strengthen the program.

The purpose was mainly to collect opinions and suggestions from the employers in regards to the performance of trainees or recruits and recommendations for ISBI to improve the training. The

employer questionnaires were administered both face-to-face and via telecommunications due to time constraints. Five employers were interviewed for the ISBI program.

Focus group

In addition to the interviews with the participants, one focus group was held to gain further insights into the effects of the program on the participants, and gather participants' general impressions on the program, and potential areas of growth. Focus group participants were selected by FocusAfrica based on their level of engagement during individual interviews. The comments and findings from the focus group are highlighted throughout the report.

Meetings with key stakeholders

The evaluation included face-to-face meetings with ISBI to understand their experiences, perspectives, and the challenges they faced in implementing the program, as well as areas of improvement and strengths. The evaluation team also met with Microsoft Kenya to understand their assessment of the program and gather recommendations on how it can be strengthened, views on youth employment in Kenya and Microsoft's current and potential role in improving employability of youth in Kenya.

C. Data capture and analysis approach

The data was captured using a commercial online database. The data capture phase included three levels of quality control: (1) a review of the completed questionnaires prior to data entry; (2) a cross check of the hardcopies with the data entered in the database before transposing the data onto Excel; and finally, (3) a gap analysis using a statistical analysis software after the data was transferred from the data capture software. The data analysis included two types of statistical analysis - univariate and bivariate descriptive analysis methods - as well as an analysis of correlations between two or more variables.

The sections below present the results of the program, including descriptions of the target participant population, the outcome of the training, an assessment of the management of the program, and recommendations. The data analysis is focused on the participant database, as well as specific data from the sample cohort that was interviewed (referred to as sample follow-up cohort).

D. SECTION VI: FINDINGS ON THE ISBI YOUTH EMPOWERMENT PROGRAM

The following section provides in-depth analysis of the ISBI participants who participated in the training program. This analysis is of 1,005 participants using the baseline and exit surveys which were synthesized into a comprehensive database. The analysis of the database revealed that some participants did not answer all the questions, skipped certain sections of the questionnaires, and/or only filled out biographic information. As such, the analysis below outlines information based on the number of responses, noting the percentage of participants who did not respond to the corresponding question(s) (noted as 'No Information').

As stated earlier, the information in the database was verified by crosschecking it with participants' hard copy responses on baseline and exit surveys. The database provided by ISBI proved to be analogous for this evaluation.

The findings on the 1,005 students are followed by an analysis of the 55 participants in the sample follow-up cohort based on their responses on the evaluation questionnaire. Of the 55 participants interviewed, 94.55% (52 respondents) completed the program while 5.45% (3 respondents) dropped out before completing the training. The results are all based on the specific number of respondents (n), which varies across tables and graphics. Discussions held with employers, stakeholders, and the focus group are presented throughout the report.

A. Overall profile of program participants

Socio-demographic characteristics of the participants

An analysis of ISBI's entire database was conducted to determine the general characteristics of program participants. The table below is an outline of participants' socio-demographic profile.

Table 1: Socio-demographic distribution of program participants

Age group	%
[16 - 24]	47.76
[25 – 30]	9.25
[31 - 35]	3.38
No information	39.61
<i>Total</i>	<i>100.00</i>
<i>Social status</i>	
Married	04.58
Single	52.23
No information	43.19
<i>Total</i>	<i>100.00</i>
<i>Area of residence</i>	
Urban	43.58
Suburban	15.12
Rural	00.01
No information	41.29
<i>Total</i>	<i>100.00</i>

The socio-demographic make-up of the participants trained by ISBI is as follows:

- In regards to age, 47.76% of the participants are between the ages of 16 and 24 while 9.25% and 3.38% are between the ages of 25 to 30 and 31 to 35 respectively.
- On average, 42.36 % of the participants did not fill out complete baseline or exit surveys.
- The social status of participants shows that 52.23% are single while 4.58% are married.
- 43.58% of program participants live in urban areas while 15.12% live in suburban areas.

Despite the lack of information for approximately 42% of the participants who took part in the training, the information on the remaining participants shows that the general characteristics of the participants are primarily youth under the age of 30 living in urban areas. These characteristics fall in line with ISBI's target base. However, without information on the remaining participants, it is not possible to fully confirm these characteristics.

Educational attainment

One of the main criteria to join the program pertains to the level of English language and literacy skills of participants. Table 2 provides a breakdown of participants' educational attainment using the information provided in ISBI's main database.

Table 2: Educational level of program participants

Highest level of education	%
Less than secondary school	6.20
Secondary school completed	81.90
Some university/tertiary studies	0.30
University/tertiary studies completed	11.60
<i>Total</i>	<i>100.00</i>

The educational attainment of participants in the program reveals that 81.90% completed secondary school while 11.60% completed university or other tertiary studies. Additionally, 6.20% of program participants had less than secondary school education. ISBI administrators noted to evaluators that at times the program received applications from participants who had not completed secondary school but demonstrated that they would benefit from the program and motivation to participate in it. The program opted to be flexible on the educational requirements of participants as long as they were able to grasp the training materials.

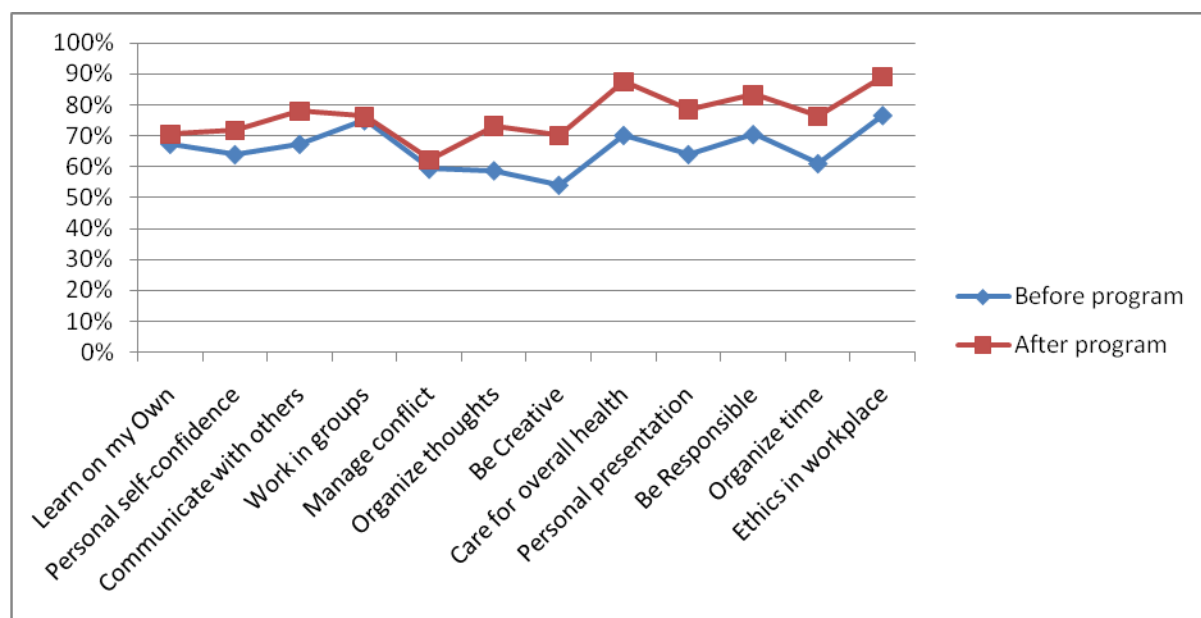
The work status of participants at baseline was not analyzed due to the fact that 98.6% of participants did not provide information on their work status at baseline.

B. Analysis of program's outcome on participants

Participants completed baseline and exit surveys to assess their perceptions of themselves in specific life skills. For each program implemented by IYF and its partners (local nongovernmental organizations), a set of life skills are selected for the beneficiaries based on locally identified needs. Taking into consideration the subjective nature of self-assessments, the challenges associated with measuring life skill changes include a lack of a control group which would provide for a comparative analysis along with a lack of measured behavioral changes of program participants. The self-assessments were, therefore, corroborated through employer interviews, participant anecdotes, and conversations with the ISBI administration. This increased the validity of the life skills data collected through the program.

Graph 1 below presents the outcomes and changes in participants' perceptions of their life skills based on the baseline and exit surveys.

Graph 1: Evaluation of life skills at baseline (before) and at exit (after the program)



Note: As noted earlier, not all program participants filled out baseline and exit surveys. The graph represents answers from approximately 50 percent of program participants. The percentages on the Y-axis are the proportion of the evaluations that are evaluated as excellent and very good.

As the graph indicates, participants' perceptions of themselves in life skills increased in every attribute, particularly in caring for their overall health, being creative, and organizing their time. Overall, participants' self-assessments increased by an average of 10.7 percentage points across the board.

Table 3: Statistical analysis of program population life skills assessment at baseline and at exit

Life skills	Probability
Learn on my own	1.0000
Personal self-confidence	0.0958
Communicate with others	0.0034*
Work in groups	0.8427
Manage conflict	0.5078
Organize thoughts	0.0169*
Be creative	0.1824
Care for overall health	. ¹⁵
Personal presentation	0.6219
Be responsible	0.0151*
Organize time	0.0064*
Ethics in workplace	0.1594

Note: Statistical analysis present if $p \leq 0.05$ based on a marginal error of 5%.

¹⁵ The modalities of this variable are not sufficient enough to complete a statistical analysis. In order for this test to be effective, there must be a minimum set of conditions met including the overall number and size of each variable. In this case, there were too few respondents who filled out baseline surveys for an analysis to be conducted.

As the table indicates, there are significant statistical changes in four out of the twelve life skills attributes, particularly in participants' ability to communicate with others, organize their thoughts, be responsible, and organize their time. This analysis indicates that the program has, in fact, contributed to a positive effect on the self-assessments of life skills of the program population.

C. Findings regarding the sample follow-up cohorts

The interviews conducted with the 55 respondents revealed a number of observations on how the program was able to affect students. Focus group discussions also allowed participants to openly express themselves and provide insights on how they viewed the implementation of the program, the courses, placement services, and overall impressions of the program. Employers also contributed to the analysis in order to broaden the perceptions on the program and gather objective suggestions to render the training even more responsive to labor market demands. This section will mainly focus on the following points:

- Socio-demographic analysis;
- Quality of life;
- Placement analysis;
- Activities since the training including employment status;
- Outcome of training on respondents;
- Participants' perception of their future;
- Quality of training; and
- Employer feedback on the program.

Socio-demographic profile of the sample follow-up cohort

As stated in previous sections, the evaluation was conducted on cohorts 7 and 8 with a total of 55 participants who were interviewed by FocusAfrica (referred to as sample follow-up cohort). The following table outlines the socio-demographic characteristics of the 55 participants in the sample follow-cohort.

Table 4: Socio-demographic description of the sample follow-up cohort

Age group	%
[16 - 24]	89.09
[25 -30]	7.27
[31 and higher]	3.64
<i>Total</i>	<i>100.00</i>
Average of age	22
Social Status	
Single	96.36
Married	03.64
<i>Total</i>	<i>100.00</i>

The social status, as presented in the table, indicates that 96.36% of the participants are single, while 3.64% are married. With regards to age, as the table shows, 89.09% of the participants in the sample

follow-up cohort are between the ages of 16 and 24, with an average age of 22 years. Also, 7.27% of the participants are between the ages of 25 and 30, while 3.64% are over the age of 31. The age criterion for ISBI's program is between the ages of 18 and 25, which the sample cohort fell within. As noted in Table 1, 47.76% of the program's population is between the ages of 16 and 24; however, 39.61% of program participants did not provide information on their age, which is captured in the database. Therefore it is not feasible to state whether the ages of the participants in the sample follow-up cohort are representative of the program's population. Despite this fact, the analysis does, however, indicate that the program generally stayed within its target group.

Although 10.91% of the participants are not within the targeted age bracket, this is primarily due to the fact that ISBI's selection criteria focuses more on youth in general and providing them with training to better their lives as long as the motivation and determination to learn and grow is evident in applicants. As noted by ISBI, many of the participants in the program are youth who were disenfranchised due to the fact that they did not have the opportunity to attend university – making them feel as though they were 'not good enough'.

Acceptance into ISBI's program requires a basic knowledge of English along with basic literacy skills to ensure that participants have the requisite level to grasp the contents of the training. Table 5 below gives a breakdown of the educational attainment of the participants in the sample follow-up cohort.

Table 5: Educational level of the sample follow-up cohort

Highest level of education (in %)	Overall program participants	Sample follow-up cohort
Less than secondary school	6.20	0.00
Secondary school completed	81.90	96.15
Some university/tertiary studies	0.30	3.85
University/tertiary studies completed	11.60	0.00
<i>Total</i>	<i>100.00</i>	<i>100.00</i>

The analysis of the follow-up cohort shows that the sample is representative of the entire program population. The characteristics of the sample reveal that:

- 96.15% of the participants completed secondary schooling. This is similar to the overall population of which 81.90% had completed secondary school.
- 3.85% of the participants had some university or tertiary education compared with 0.30% for the program population.

Overall, the educational characteristics of the sample follow-up cohort are representative of the characteristics of all the program participants.

Apart from YEP and formal education, only 18% of the participants in the sample follow-up cohort received certificates from other training institutions or programs. The types of certificates participants received include certificates in HIV/AIDS training, volunteering, and various certificates from participants' respective churches.

In regards to the employment status of the sample follow-up cohort, over 70% of the respondents did not provide information on their employment status at baseline. Therefore it was not possible to analyze this information and draw conclusions.

Quality of life

During the interviews, participants were also asked to provide information on their economic conditions including household income and household status. Table 6 below outlines the economic conditions of the 55 respondents in the sample follow-up cohort.

Table 6: Household information of the sample follow-up cohort

Household status	%
Head of house or spouse	07.27
Child	81.82
Extended family or other	10.91
<i>Total</i>	<i>100.00</i>
Average household monthly income in Kenyan Shillings	%
2,000 – 10,000	38.46
10,001 - 25,000	30.76
25,001 or more	28.85
No answer	1.98
<i>Total</i>	<i>100.00</i>
Number of people in household	%
[0 to 4]	45.45
[5 to 9]	52.55
<i>Total</i>	<i>100.00</i>

As the table demonstrates, only 7.27% of the participants are either the head of their household or spouse, while 81.82% classify themselves as a child within the household. These figures are reflective of the average age of participants, which is 21 years old.

The monthly income of the participants is important to note in regards to understanding participants' economic situation. Out of the 95% respondents who provided their household income, 38.46% have a monthly household income between 2,000 and 10,000 Kenyan Shillings¹⁶, 52.55% earn between 10,001 and 25,000 Kenyan Shillings per month, while 28.85% earn more than 25,001 Kenyan Shillings per month. Additionally, 30 out of the 55 participants in the sample follow-up cohort live in households of 5 to 9 people. The minimum wage in Kenya, according to the Ministry of Labor, is 3,043 Kenyan Shillings for an unskilled employee¹⁷, which according to the Ministry is the minimum amount needed for one person to live adequately in Nairobi. With a salary of 25,000 Kenyan Shillings per month for nine people in a household, the average amount of Kenyan Shillings that is used for each member of the household is 2,777 Kenyan Shillings per month. The data shows that the majority of the participants in the sample follow-up cohort lived below the national poverty line.

¹⁶ Equivalent to USD 130.46 - USD 1 = 76.6500 Kenya Shillings.

¹⁷ Government of Kenya Ministry of Labor 2009 Regulation Wage Order, minimum wage for unskilled workers in Nairobi. Minimum wage for skilled workers in Kenya is categorized by city, sector of activity, and occupation. The minimum wage for a junior clerk, for example, is 7,931 Kenyan Shillings per month. However, for a telephone clerk or receptionist, it is over 9,000 Kenyan Shillings per month.

Placement analysis

Under the YEP program, placement is defined according to the target placement outcomes set by the Microsoft-IYF Youth Empowerment Program agreement at the outset of the program. Placement includes participation in an internship, a job, self-employment (including enterprise creation), and voluntary community service, as the program sought to empower youth both in employability and employment outcomes as well as in youth engagement / productive activity following training. In addition, the YEP program sought to encourage further education and training as appropriate (based on youth needs and interests), so the evaluation has also assessed whether youth have continued their education or pursued further training following the program. The report therefore provides information both on these general placement outcomes and on specific placement outcomes, including detailed information on employment and self-employment outcomes.

Interviews with ISBI participants focused on two cohorts as per the sampling methodology described in previous sections. The analysis below highlights overall placement of the 52 respondent who completed the program along with their types of placement.

Participant activities since the training

Participants were asked to describe their activities since the end of the program. Table 8 provides a breakdown of the percentage of participants who were placed since the end of the training, while Table 9 outlines the types of activities participants were engaged in. This information represents activities participants were engaged in *after* the training up to the evaluation, and does not necessarily indicate that they are *currently* engaged in the same activities unless noted later in this report.

Table 8: Placement rate¹⁸ of participants in the sample follow-up cohort

Engaged in an activity after the training	n	%
Yes	38	73.08
No	14	26.92
<i>Total</i>	<i>52</i>	<i>100.00</i>

As indicated in the table, the program achieved a placement rate of 73.08%, which is above its target objective of placing at least 50% of its beneficiaries in jobs, internships, self-employment, or community services activities. Participants were either involved in an internship, worked in a job or independently, performed community service or, in many cases, a combination of these activities. Table 9 below outlines the activities participants in the sample follow-up cohort were engaged in after the training.

Table 9: Activities since the training for participants in the sample follow-up cohort

Activity	n	%
Internship	22	56.41
Worked in a job	23	58.97
Volunteered	9	23.08
Worked independently	9	23.08

¹⁸ Per terms of the Microsoft-IYF Youth Empowerment Program agreement and overall program objectives of empowering youth by enhancing employability as well as engagement/citizenship, placement is defined as dependent or self-employment or participation in an internship or voluntary community service activity. If a youth beneficiary was employed in one or more jobs, was self-employed, or participated in an internship or community service activity since completing the program, the beneficiary is counted in the program's overall placement rate. Participants who continued with their studies are not included in the placement rate.

It must be noted that participants did not engage in one single activity after the training, therefore the table does not equal to 100%. For example, some participants worked in a job while volunteering in their communities, or a range of other activities.

In addition, it must be noted that 25% of the participants from the follow-up cohort (13 respondents) also continued with their studies or participated in another training program outside of ISBI since completing YEP. As the table shows,

- 56.41% of the participants participated in an internship;
- 58.97% of the participants worked in a job while 23.08% worked independently;
- 23.08% of the participants volunteered.

“I learned at ISBI that it is important to do something and not stay at home and be idle. I like volunteering because I am helping other people and keeping busy at the same time.”

The table also reveals that participants engaged more in working in jobs and interning compared to the other activities. These participants stated that the training they received at ISBI provided them with the skills necessary to do well in their jobs. Other comments provided by participants concerning working or interning include:

- *“I was able to apply what I learned from the training at my internship.”*
- *“My dreams have been realized. I can now save and study business administration.”*

Those who continued with their education stated that the training at ISBI enabled them to continue with their studies and provided them with the skills necessary to do well in school. Participants also noted that because of the program, they were more confident in what they wanted to accomplish in their lives. Participants who were engaged in volunteering noted that the primary reasons why they volunteered were to not only give back to their communities, but also to stay busy. A number of the participants stated that they did not want to remain idle.

Use of program placement services

Although ISBI had planned to offer a comprehensive placement program for beneficiaries, budgetary constraints did not allow them to do so for all participants. Table 7 outlines the percentage of participants who used the ISBI placement services.

Table 7: Use of placement services by participants in the sample follow-up cohort

Use of placement services	In %
Yes	55.77
No	44.23
Total	100.00
Rating of placement services	
Excellent	75.86
Good	17.24
Average	06.90
Poor	0.00
Total	100.00

As indicated in the table, 55.70% of the participants in the sample follow-up cohort used the program’s placement services, while 44.23% did not. Of those who did use the placement services, 75.86% rated

the services as excellent, 17.24% rated the services as good while, 6.90% rated the placement services as average. The comments from participants who used the placement services include:

- 'The program did not choose who to help, they just help everyone.'
- 'The Center does not look out for themselves but they help the students become better individuals. They placed me in an internship in a food stall, which I liked.'

Additionally, participants who used the services noted that the placements were primarily in internships.

Additionally, of the 44.2% that did not use the placement services,

- 57.10% stated that they did not use the services because they were either too busy, had already identified a job, and/or continued with their studies after the training.
- 14.3% stated there was not enough information on how to access those services.
- 14.3% stated they were not aware of those services.
- 4.8% did not use the services due to scheduling problems, while 4.8% stated that they did not use the services due to family reasons.

Employment analysis

Interviewed participants were asked to classify their current work status. Table 10 below outlines the work status of participants in the sample follow-up cohort at the time of the evaluation.

Table 10: Work status at the time of the evaluation of participants in the sample follow-up cohort

Employment status	<i>n</i>	%
Working	23	44.23
Not working	29	55.77
<i>Total</i>	<i>52</i>	<i>100.00</i>
Reasons why not currently working	<i>n</i>	%
Because did not seriously look for work	4	13.79
There are no openings in his/her occupational field	2	06.09
Employers are asking for more experience/skills than he/she has	2	06.09
The jobs are poorly paid	1	03.45
Other reasons	10	34.48
Still in school	10	34.48
<i>Total</i>	<i>29</i>	<i>100.00</i>

As the table shows, 44.23% of the participants were working while 55.77% were not working at the time of the evaluation. Those who were not employed were asked by evaluators for the reasons why they were not employed:

- 34.48% stated they were looking for employment at the time of the evaluation.
- 34.48% stated that they were in school.
- 13.79% stated that they had not been seriously looking for work.
- 12.18% of the participants stated that employers were either asking for more experience than they had and/or that there were no openings in their occupational field;

- 3.45% stated that jobs were poorly paid.

Additionally, some participants in the sample follow-up cohort who fell under this category did not consider some of the activities they were engaged in as work. For example, one participant was in the process of raising rabbits and selling them; however, in his opinion, this was a hobby that he planned to turn into an enterprise in the near future once he is ready. Another participant repaired cell phones for friends and family; however, he does not charge for these services because he enjoys doing it as a hobby. The evaluators noticed that the number of hobbies that were developed were due to the program, which encouraged participants to be constantly active. This opinion was also noted by interviewees and focus group participants.

Despite the participants' efforts to remain active, there are underlying issues as to why placement has been difficult for some participants, particularly when viewed in the sphere of the challenges currently facing Kenyan youth today. These challenges may include:

- **A high unemployment rate for youth between 18 and 35 years of age** – statistically, the unemployment rate is much higher for Kenyan youth as compared to the rest of the population. With over 2.5 million youth classified as unemployed and with an additional 400,000 graduating from training institutions around the country who are not being absorbed into the labor market, participants are faced with the daunting task of competing with their peers who in many cases have some of the technical skills required by employers but no job opportunities, as explained by respondents in the sample follow-up cohort;
- **Lack of specialized skills or diploma** – focus group participants stated that although they have been able to learn how to use computers and have acquired basic skills in business, this has not been enough. Employers, as explained by the interviewed participants, look for applicants that have a specific skill as opposed to general ICT skills. Also, participants noted that although they thoroughly enjoyed the program, it is not accredited – this in effect reduces their chances for employment as employers look for professionals with degrees.
- **Lack of opportunities created through the organization** – this observation was expressed by participants in the focus group. Although there are a number of internship opportunities, these have been very limited. Participants noted that although the internships are highly appreciated, they wish to further understand how to transform an internship into full-time employment.

Working participants

The participants who were gainfully employed at the time of the evaluation were asked to classify their current work status. Table 11 below outlines the types of positions held by participants in the sample follow-up cohort.

Table 11: Work Status at the time of the evaluation for participants in the sample follow-up cohort

Position	<i>n</i>	%
Self employed	7	30.43
Employee	16	69.57
<i>Total</i>	23	100.00

As the table demonstrates, out of the 44.23% working participants (see Table 9), 30.43% are self-employed while 69.57% are employees working for someone else. Additionally:

- Within the 69.57% that are employees, one respondent had a permanent staff position.
- 68.75% (4 respondents) are under temporary or fixed duration contracts.

- 25% (6 respondents) are occasional workers contracted as needed.

The types of jobs held by respondents include cashiers, phone technicians (repair of cellular phones), and agriculture workers. This figure is a direct reflection of the realities within Kenya's employment market. Only 1.2 million people are employed in the formal sector¹⁹, whereas 6.4 million people are primarily employed in the informal sector. Considering the employment trends in Kenya, the employment breakdown of the participants primarily in temporary or occasional employment is reflective of the local environment.

Along with job placement of participants, the evaluation also analyzed the quality of jobs participants were able to obtain after the training. The quality of jobs is measured by participants' salaries, and the types of employee benefits received by the participants. Table 12 provides a breakdown of participants' salary ranges.

Table 12: Salaries of working participants in the sample follow-up cohort at the time of the evaluation

Salaries of participants	n	%
1,200 – 6,000	14	60.00
6,001 – 10,000	0	0.00
10,001 – 20,000	8	33.33
20,001 and more	1	6.67
<i>Total</i>	23	100.00
Average	9,950 Ksh	

As the table demonstrates, 60% of the participants in the sample follow-up cohort who are currently employed earn between 1,200 and 6,000 Kenyan Shillings per month, while 33.33% earn between 10,000 and 20,000 Kenyan Shillings per month. Additionally, 6.67% of the working participants earn 21,000 Kenyan Shillings per month. The average monthly salary of working participants is 9,950 Kenyan Shillings²⁰. These are *individual incomes as opposed to household incomes*. It is important to note that these incomes revealed that participants were on average earning three times more than the national minimum wage (3,043 Kenyan Shillings); and indicates that the program may have helped improve the living conditions of its beneficiaries.

Along with salaries, the types of employee benefits provide an indication of the quality level of jobs. Table 13 outlines the types of benefits received by participants who work. Participants who received employment benefits or bonuses include both full-time and temporary employees.

Table 13: Employment benefits or bonuses of employed participants in the sample follow-up cohort

Benefits or bonuses	n	%
No benefits or bonuses	9	56.25
Vacation	1	6.25
Retirement	0	0.00
Health insurance	2	12.50
Year-end bonus	0	0.00
Performance bonus	4	25.00
Unemployment insurance	0	0.00

¹⁹ US Department of State, Kenya Overview on Economy.

²⁰ Equivalent to USD \$129.81; USD\$1 = 76.65 KES.

As shown in the table, 56.25% of the respondents did not receive any benefits or bonuses from their employers. In contrast,

- 6.25% of employed participants received vacation;
- 12.50% of participants received health insurance;
- 25% received some form of performance bonus.

The information above on salaries and employee benefits suggests that the quality of jobs of working participants is relatively low. Nonetheless, 56.25% of the participants who were employed stated they were satisfied with their current positions, be they full-time, part-time, or casual positions, compared to 43.75% who were not satisfied with their current position. Those who were satisfied noted that it was due to the experience they were gaining, that the job paid well, that they were able to apply what they learned at ISBI, and that the pay had been sufficient to better themselves. Participants who responded that they were dissatisfied with their jobs stated it was because the job either did not pay well enough or they were not applying the skills they had acquired at ISBI.

As noted in Table 11 above, 30.43% of the employed participants in the sample follow-up cohort were self-employed. The table below provides information on the type of activities these individuals were engaged in and how they started their enterprises.

Table 14: Self-employed participants' activities

Sector of economic activity to which your business belongs	n	%
Trade or commerce	3	42.86
Services	2	28.57
Agricultural production	2	28.58
<i>Total</i>	7	100
Which of the following activities have you undertaken to start your business?*	n	%
Set it up with help from someone who knows about my business idea	5	71.43
Received training about the topic	2	28.57
Purchased materials and supplies	2	28.57
Do you currently have employees?	n	%
Yes	2	28.57
No	5	71.43
Is the income your business generates sufficient to cover the business' expenses?	n	%
Yes	2	71.43
No	5	28.57
<i>Total</i>	7	100.00

**Multiple choice question with more than one answer, therefore, responses do not equal to 100%*

As shown in the table, three of the participants were engaged in trade or commerce, while two participants were in services, and two participants were engaged in agricultural activities. In addition,

- Five out of the seven participants set up their enterprise with help from someone who knew about their business. A large number of these participants stated that the person that helped them with their enterprise was from ISBI.
- Two of the participants received training about the topic. Participants also noted that the training they received was from ISBI.
- Two of the participants have employees. These participants have an average of two employees, all of whom, as noted by the participants, are youth under the age of 30 from their communities.

- Two of the participants have their enterprises registered with the Chamber of Commerce.
- Participants started their enterprises on average 5.4 months after completing the training program at ISBI.

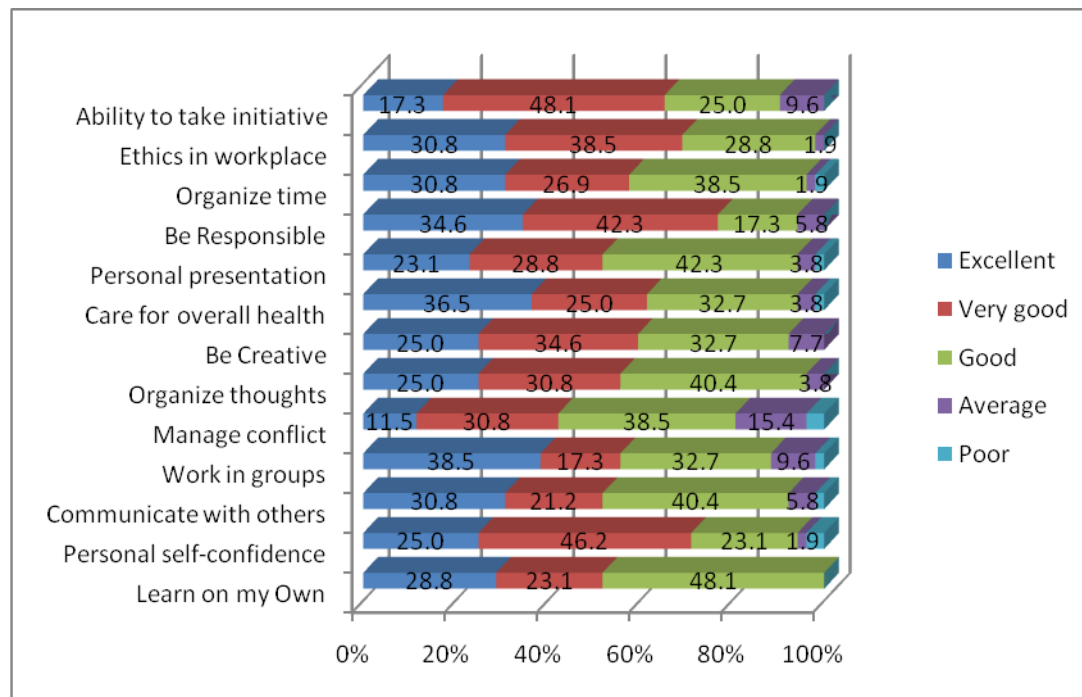
The data shows that the YEP program offered by ISBI has had direct and *indirect* benefits for program participants and the communities ISBI was targeting. The data shows that the YEP program has had a positive influence on project participants due to their ability to set up enterprises after completing the training program. Furthermore, the analysis also shows that enterprises that were created based on the training provided by ISBI helped to create employment for other youth in the community.

Outcome of training on respondents

The YEP program implemented by ISBI was designed to equip participants with skills that would increase their employability in the labor market. These include soft skills such as communicating with others, personal confidence, and time management. As mentioned above, taking into consideration the subjective nature of self-assessments, the challenges associated with measuring life skill changes include a lack of a control group which would provide for a comparative analysis along with a lack of measured behavioral changes of program participants. The self-assessments were, therefore, corroborated through employer interviews, participant anecdotes, and conversations with ISBI's management team. This increased the validity of the life skills data collected through the program.

Participants were asked to rate themselves in regards to various life skills during the evaluation process. Graph 3 outlines participants' perceptions of their life skills during the follow-up evaluation.

Graph 3: Life skills self-assessment of sample follow-up cohort during evaluation



The analysis of the graph shows that on average, 93.2% of the participants rated themselves as good or higher in all of the life skills attributes. Additionally:

- All or 100% of the participants rated themselves as excellent or very good in their ability to learn on their own. This is a very important attribute for the youth in the program as many of them, as explained during the focus group, thought that their lives were over after high school. Many believed they could not go on to university or college, and were not good enough to increase their knowledge base. Yet, with the training from ISBI, many of the participants noted that they came to the realization that they do not have to subscribe to the conditions their environment places on them nor do they have to settle on their dreams.
- 76% of the participants rated themselves as excellent or very good in their capacity to be responsible. Although many of the participants associated employment with a form of responsibility, the ability to control one's own life was also noted as a form of responsibility. Focus group participants in particular noted that before the program, they were not in control of their lives nor did they know what they wanted from life. The program not only shaped their thinking about life in general, but it also made them realize that they *alone* are responsible for *how* they want to live their lives.
- 71% of the participants rated themselves as excellent or very good in self-confidence. Focus group participants noted that they had low self-esteem levels prior to the program as did interviewees in the sample follow-up cohort. Participants also noted that their personal self-confidence had increased greatly because they knew that they could pursue enriching lives and their education.

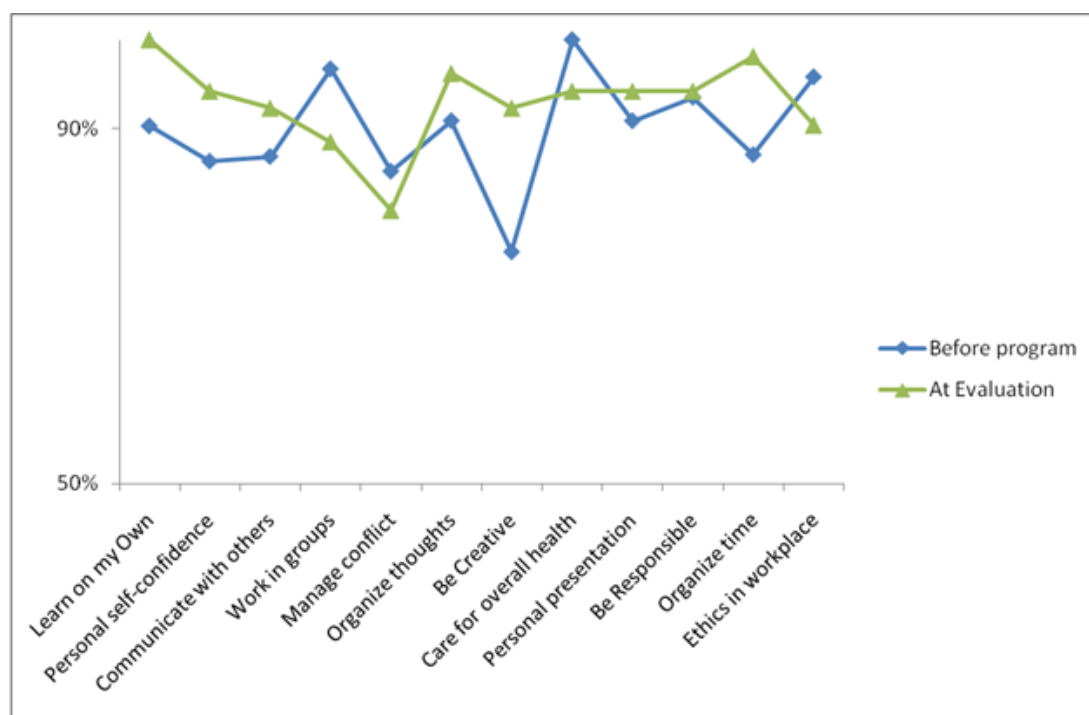
The results of the graph demonstrate not only participants' views of themselves, but also how the program has affected their psychological health. Focus group participants also noted that their mind sets had changed completely: before the program many of them abused alcohol, participated in gang activities, and did not know how to make use of their time. As noted by the focus group:

Being from the slums, you have many choices on how to be bad, but not how to live a good life. At ISBI they introduce you to new ways to make your life better. We youth have so much potential but not enough support. ISBI not only gives us the support we need, but we are taught how to be competent and think practically. In order to change, there must be someone who has been where you are and HAS changed to make you change.

Although ISBI has been consistent in respecting the selection criteria, it is understandable as to why the organization has been flexible in its program schedule, as training is designed in a context that responds to the difficult realities of the target communities. Focus group participants were cognizant of this fact and noted that training was conducted when the classes were filled, not when a particular date arrived. This approach was highly appreciated by the participants, as training is not conducted just for the sake of being conducted, but to be able to reach as many youth as possible.

Further analysis of the effects of the life skills training on participants in the sample follow-up cohort highlights their perceptions of themselves before (at baseline) and after the program (at evaluation). Graph 4 below outlines describes these effects.

Graph 4: Evaluation of life skills at baseline and at the time of the follow-up evaluation



The percentages on the Y-axis are the proportion of the evaluations that are evaluated as excellent and very good

As shown in the graph, participants' perceptions of themselves increased in eight out of the 12 various attributes, particularly in their ability to learn on their own, organize their time, and be creative. Overall, participants' perceptions of themselves increased by an average of 2.9 percentage points. This suggests that the ISBI program has had a positive effect on participants' perception of themselves and their life skills. Although there have been various areas of improvement in participants' self-assessments, there have also been areas of decline. These include the ability to work in groups, manage conflicts, and ethics in the workplace.

Further analysis was conducted to determine whether there were significant statistical changes in participants' perception of their life skills. Table 15 below outlines the statistical changes in each of the life skills attributes before the training (baseline survey) and at the time of the evaluation. As the analysis shows, there was a significant statistical change in participants' perception in their ability to work in groups. Respondents assessed themselves lower in this attribute, indicating a negative change in this life skill. Possible reasons for this change include:

- Challenges associated with developing instruments that capture changes in youth's knowledge, attitudes and behavior relating to skills. As noted above, the subjective nature of self assessments presents various challenges that include a lack of a control group to provide for a comparative analysis along with a lack of measured behavioral changes in participants.
- Furthermore, students coming into such programs have a tendency to rate themselves fairly high at the beginning of their training. However, after going through life skills training, these individuals tend to assess themselves lower due to having gained a better understanding and appreciation of the attributes.

Table 15: Statistical analysis of the sample follow-up cohort life skills assessment at baseline and at the time of the evaluation

Life skill	Probability
Learn on my own	0.1824
Personal self-confidence	0.2796
Communicate with others	0.3509
Work in groups	00.0315
Manage conflict	0.0733
Organize thoughts	*
Be creative	*
Care for overall health	*
Personal presentation	*
Be responsible	0.1176
Organize time	0.8212
Ethics in workplace	*
<p>*As noted previously, the modalities of these variables are not sufficient enough to complete a statistical analysis. In order for this test to be effective, there must be a minimum set of conditions met including the overall number and size of each variable. In this case, the proportion of respondents at the time of the evaluation who rated themselves excellent or very good exceeded the number of respondents at baseline who rated themselves excellent or very good.</p>	

Note: Statistical analysis present if $p \leq 0.05$ based on a marginal error of 5%.

Effects of life skills training on employment prospects

Further evidence of the program's effects on participants is demonstrated in interviewee responses on whether they believe that the life skills training has had an effect on their employment prospects. Graph 5 provides the results of this question, to which there were 50 respondents.

Graph 5: Impact of life skills training on sample follow-up cohort



"I now feel confident that I can tackle the difficult issues in my life. ISBI has molded me and has enabled me to fit well in society".

As shown on the graph, all or 100% of the participants in the sample follow-up cohort believed that the life skills training had positive outcomes on their employment prospects. Participants stated that the life skills training helped them to better interact with and relate to people, present themselves especially during interviews, and better manage their lives. Participants' comments in reference to the life skills training include:

- *'I feel like I can now manage myself better now than I would have if I had not attended the training.'*
- *'I know how to present myself in job interviews and how to talk to people.'*
- *'I started selling peanut butter, and the life skills training showed me how to deal with customers much better – how to talk to people, respect them, and they respect you.'*

An important component of the life skills training was the one-on-one counseling sessions during which participants met with trainers to discuss their progress with the training, work, and other personal matters. According to the data compiled from respondents in the sample follow-up cohort, 55.77% participated in the one-on-one sessions while 44.23% did not. The participants who did not participate in the one-on-one sessions stated that they did not know about it (40%), did not have time to participate in the program (36%), or they simply were not interested in the one-on-one sessions (24%).

Focus group participants noted that the one-on-one sessions were very important as it was during this time that they were able to discuss their frustrations and challenges, and seek advice on work and personal issues. The analysis revealed that a higher number of participants in the one-on-one counseling sessions were employed compared to those who did not participate in the counseling sessions.

Table 16: Work status between working/non-working participants and one-on-one sessions

Currently working	Took part in one-on-one sessions	
	Yes	No
Yes	51.72	34.78
No	48.28	65.22
Total	100.00	100.00

As the table indicates, 51.72% of the participants who took part in the one-on-one sessions were employed compared to 65.22% of the participants who did not take part in the counseling sessions and were not employed. Although participants are slightly more likely to be employed if they took part in the one-on-one sessions compared to those who did not, there is no statistical significance showing a correlation between the two. However, the one-on-one counseling sessions of the life skills training is an important component of the training program as stated by both respondents and focus group participants. It must also be brought to light that although there was no statistical correlation found in participants who took part in the one-on-one sessions and those who did not and their self-confidence (probability found was 26% marginal error), those who took part in the one-on-one counseling rated their self-confidence 17.44 percentage points higher than those who did not participate in the counseling sessions: 80.31% and 62.87% respectively.

Effects of ICT skills training on employment prospects

Participants were also asked whether the ICT training has had an effect on their employment prospects. Graph 6 provides the results of this question, to which there were 52 respondents.

Graph 6: ICT training impact on employment prospects of participants in sample follow-up cohort



As shown in the graph, 98% of the participants stated that the ICT training has had an effect on their employment prospects, while 2% felt that it did not. Those who were not affected stated that it was because they had not yet found jobs that have allowed them to use their ICT skills.

The 98% who were affected by the ICT training stated that they were impacted because they had acquired skills that are valuable. Participants stated that due to the ICT courses, they could look for jobs via the Internet, had acquired the basic skills necessary to work in an office environment, and more importantly, they believed their chances of finding a job had increased because of the training. Comments provided by participants on the effects the ICT training have had on their employment prospects include:

- *'I now have a basic knowledge of computers like web design and am now competent with the Internet.'*
- *'I can now look for jobs on the Internet and apply for them online.'*
- *'I now have more chances of getting a job because of the skills I got from the Center.'*

Participants were also asked to rate their skills in the various ICT courses. Table 17 below presents these ratings.

Table 17: Participants in sample follow-up cohort's self-ratings in ICT skills

In %	Fundamentals in computer	Word processing	Database	Spreadsheets	Fundamentals in digital media	Web design	Presentations	Using the Internet
Excellent	14	32	10	20.83	16	20	28	46
Very good	44	36	40	45.83	36	28	32	24
Good	34	24	38	18.75	34	30	22	24
Average	8	8	12	12.5	12	22	16	6
Poor	0	0	0	2.08	2	0	2	0
Total	100	100	100	100	100	100	100	100

Participants' perceptions of their ICT skills show a high level of comfort, particularly in Microsoft Applications such as Word, Excel, and Access. Additionally:

- 86% of the participants rated themselves highly in using digital media. Participants noted that they were very interested in this course mainly due to its specialization and would like to take more courses in this area.
- Only 6.08% rated themselves poorly in ICT skills. These participants noted that these were areas of weakness for them in which they would like further training.

Focus group participants also stated that they are in need of more advanced courses that would allow them to gain more specialized ICT skills.

Effects of entrepreneurship skills training on employment prospects

Participants were also asked whether they had been affected by the entrepreneurship training. Graph 7 provides the results of this question, to which there were 52 respondents.

Graph 7: Entrepreneurship training impact on employment prospects of participants in sample follow-up cohort



The evaluation revealed that 97.96% of the respondents believed the entrepreneurship training had affected their employment prospects, while 2.04% believed their employment prospects were not affected by it. These individuals stated they were not affected by the training because they were not interested in entrepreneurship.

Participants who were affected by the entrepreneurship training stated that they had become confident they could start a business if they had the capital. Others stated that the training gave them skills they can use in the workplace. Focus group participants noted that the entrepreneurship training was not just about business, but also about creativity and realizing ideas. The group also stated that the entrepreneurship training taught them how to write a business plan and more importantly how to be practical, patient, and realistic about their plans.

In regards to entrepreneurship training, participants' perceptions of their skills were also fairly high. The table below outlines their self-ratings in various entrepreneurship skills.

Table 18: Sample follow-up cohort's self rating in entrepreneurship skills

In %	Business ethics	Business English	Basic accounting	Management	Marketing
Excellent	18.37	16.33	8.16	20.41	20.41
Very good	42.86	44.9	40.82	42.86	42.86
Good	36.73	34.69	38.78	30.61	22.45
Average	2.04	4.08	12.24	6.12	10.2
Poor	0.00	0.00	0.00	0.00	4.08
Total	100.00	100.00	100.00	100.00	100.00

As the table demonstrates, 63.27% of the respondents view their ability in management as their strongest skill. Respondents noted that the religious aspect of the program has in essence been inspirational in regards to knowing right from wrong and learning how to work virtuously. Focus group participants related that living in an impoverished area creates an environment of 'living for today' without much thought for the future – therefore people try to survive day-to-day by doing things they do not necessarily want to do such as stealing. However, as participants noted, the business ethics course along with the life skills courses teach participants about the importance of thinking about the future and how to avoid certain behaviors. Participants stated that these courses offered them a better understanding of the consequences associated with unethical behavior (such as stealing) and what it means to a business when it is threatened.

Participants' perceptions of their future

Participants in the sample follow-up cohort were asked at the follow-up evaluation to rate their perception of their future in comparison to before they started the YEP program at ISBI. Table 19 summarizes the answers to this question.

Table 19: Sample follow-up cohort's perception of future for family

How the future will be for participant and family	<i>n</i>	%
Better	52	100.00
The same	0	0.00
Worse	0	0.00

The analysis shows that all or 100% of program participants believed their futures will be much better after the program, compared to when they started the program. This opinion has also been confirmed by focus group participants as they noted that compared to before the program, they were not hopeful of their futures. However, due to the program, they believed that their lives would be better as a result of the skills they acquired from ISBI.

Table 20: Sample follow-up cohort's quality of life

Quality of life now compared to before the program?	<i>n</i>	%
Much better	39	75.00
Better	13	25.00
The same	0	0.00
Worse	0	0.00
Much worse	0	0.00
Total	52	100.00

Participants were also asked to rate the quality of their lives after the training compared to before they started the program. All or 100% stated that the quality of their lives were better. However, the breakdown of the rating shows that 75% of the participants believed that their lives were *much better* while 25% of program participants believed that their lives were *better*.

Quality of training

Participants were also asked to rate the individual courses along with certain aspects of the quality of the training as a whole. Table 21 below outlines participant ratings of the ICT, entrepreneurship, and life skills training.

Table 21: Sample follow-up cohort's ratings of individual training programs

In %	ICT Training	Entrepreneurship Training	Life Skills Training
Excellent	28.00	30.61	46.00
Very good	26.00	67.35	52.00
Average	44.00	2.04	2.00
Poor	2.00	0.00	0.00
Total	100.00	100.00	100.00

As the table demonstrates, the life skills training received the highest number of excellent ratings at 46%, while the entrepreneurship training received 30.61% excellent ratings, followed by ICT at 28%. Additionally, 2% of the participants rated the ICT training as poor because they believed that it only gave them a general background on computing and did not provide them with a specialized skill such as digital design or a diploma.

The life skills training received the highest rating out of the three courses. Indeed, 98% of the participants rated the life skills training as very good or excellent. This is in part due to the personal nature of the one-on-one sessions coupled with the fact that courses were taught by men whom the participants view as role models.

Participants were also asked to rate the quality of the materials used for the training. Table 22 provides a breakdown of the ratings of the materials, instructions, exercises, methodology (such as combination of lecture and group exercises), and the teaching quality.

Table 22: Tools used during the training

Ratings	The materials (course materials)	The rules and regulations during training	The exercises	The methodology	The teaching quality (facilitator quality)
Excellent	42.31	32.69	38.46	34.62	46.15
Very good	42.31	48.08	44.23	46.15	42.31
Good	11.54	17.31	17.31	17.31	9.62
Average	3.85	1.92	0	1.92	1.92
Poor	0.00	0.00	0.00	0.00	0.00
Total	100.00	100.00	100.00	100.00	100.00

As the table demonstrates, there is a strong appreciation for the tools used during the training. The teaching quality, more notably the trainers, received the highest rating: 88.46% of the respondents rated the teaching quality as excellent or very good. Furthermore, 96.19% of the participants expressed a strong appreciation of the materials – including course materials and computers – used during training.

All or 100% of the participants rated the training exercises as good or higher with 82.69% rating them as very good or excellent. The focus group participants noted that the type of work given to them was more practical allowing them to not just learn the theories behind the subject matters, but also provide them with hands on practice. Overall, participants were content with the materials used as there were no participants who rated the materials as poor.

Participants were also asked to comment on the duration of the entire training program. Table 23 below outlines participant ratings on the length of the training program.

Table 23: Training duration

Training duration	<i>n</i>	%
Too long	1	01.20
The right duration	37	71.15
Not long enough	14	26.92
<i>Total</i>	<i>52</i>	<i>100.00</i>

The analysis revealed that 71.15% of the participants stated that the duration of the program was just right, while 26.92% thought it was not long enough and 1.20% felt it was too long. It was noted by some administrators that some of the youth continued to participate in one-on-one sessions even after the end of their training. Focus group participants also noted that although they had completed the program, they continually returned to ISBI to connect with their mentors or with other students, prolonging their training on a 'personal level' as noted by one focus group participant.

Although the majority of the participants believed that the duration of the training program was sufficient, participants noted that the certificate they received from ISBI should be transformed into a diploma. Focus group participants confirmed this noting that a diploma would allow for more specialization and increase their employability. Despite wishing for a specialized diploma, the overall rating participants gave the program is very high. Table 24 below summarizes the evaluation of the quality of the training by program participants.

Table 24: Sample follow-up cohorts' perceptions on the training program

Training in general	<i>n</i>	%
Excellent	22	42.31
Good	30	57.69
Average	0	0.00
Worse than average	0	0.00
Bad	0	0.00
<i>Total</i>	<i>52</i>	<i>100.00</i>

Overall, 100% of the program participants gave the training a high rating. As the table demonstrates, 42.31% of the participants interviewed rated the overall training as excellent, while 57.69% gave the program a rating of good.

This opinion also resonates in participants' responses to whether they would recommend the program to other youth. All participants stated that they would definitely recommend the program to other youth without any reservations. Overall, participants were extremely grateful for the program and noted that they would like to see it continue in order to help more youth in the informal settlement areas to learn that their lives can be improved by going through the program.

Employers' feedback on the program

The employers that were met had positive feedback on ISBI and on the type of training the organization provides to youth. However, only one out of the five employers was familiar with the program, while the remaining four were not well informed about it. The feedback provided by employers was reiterated by program participants, particularly in regards to creating a program which grants a diploma, and having more specialization for the labor market. The employers that were interviewed had mainly hired interns from ISBI, of which two were through the executing agency. Additionally, three out of five interns were subsequently hired by these companies for full-time employment. Those that did not hire the interns stated that the positions were either short-term, or the applicant was over qualified as it was not an ICT position.

Furthermore, participants that were hired for full-time positions performed better in their positions when compared to other employees in the same position. The potential for YEP graduates from ISBI to advance professionally was also better compared to other workers doing the same job.

Employers stated that although they were satisfied with the work employees were doing, the skill sets remain limited mainly because they are not specialized in a field. One employer in particular noted that although the skills met the needs of the company, they were limited to the job the employee held at the time. Employers also noted that there are youth learning ICT in *primary school*, therefore the skills of these individuals need to be increased in order for them to 'catch up'.

In addition, three out of the five employers interviewed stated they would be very willing to offer internships to program participants in the future while the remaining two stated they were fairly willing. Also, employer ratings of program graduates' life skills were very high, particularly in the areas of personal responsibility, communications skills, and team work.

All of the employers stated that the program should be advertised more to potential employers, especially since they, as employers, are not very familiar with it.

E. SECTION V: OBSERVATIONS ON PROGRAM IMPLEMENTATION

Throughout the follow-up evaluation, a few observations were made on the program by interviewees and other stakeholders. Other than those regarding placement services, some of these general observations concern selection and recruitment strategies, the program's visibility, as well as follow-up with participants after the training.

- **Role-models as trainers.** Based on the anecdotes provided by participants during the interviews as well as the focus group, participants stated that members of ISBI's administration and trainers were in fact role models to them. These individuals, as noted by the participants, inspired participants to improve their lives and understand the various problems they faced as youth. They also provided them with a nurturing family-oriented environment based on 'patience, understanding, and respect'. Participants noted that the one-on-one counseling sessions were based on these principles, and that the *overall* learning environment made learning effortless for participants.
- **Visibility of the program.** Focus group participants noted that the advertising of the program is primarily based on word-of-mouth. The marketing approach used by ISBI is based on an incentive system whereby participants recruit students and are paid 100 Kenyan Shillings for each person they recruit. This, as noted by program participants in the focus group, has not been as effective as hoped. Assumedly, the incentive should push participants to bring in as many students as possible. In reality, participants stated they only spread the word to other youth who they feel are serious enough to want to change their lives and are sure they would finish the program. The focus group also noted that there needs to be a more substantial marketing system in place to expand the organization's reach and impact on youth.

The visibility of the program is also limited in regards to employers. Those that were interviewed were not very familiar with the program. As such, partnerships need to be extended outside of the Strathmore University alumni and focused on companies, banks, and organizations that can potentially employ youth from the program. Although interviewed participants believe that more marketing needs to be done to reach more students, ISBI met its enrollment target of 1,000 youth – the organization, in fact, reported training 1,288 in total; however, the evaluation analyzed information on the 1,005 whose information was included in the program database.

- **Ensure follow-up after the training.** Of the 52 respondents in the sample follow-up cohort, 86% stated that there was sufficient follow-up, compared to 14% who stated that there was no follow-up. Table 25 breaks down the rating provided by the 86% who stated that the follow-up was sufficient.

Table 25: Sample follow-up cohort's rating on follow-up

How was the follow-up after the training?	n	%
Excellent	45	86.54
Good	7	13.46
Average	0	0.00
Worse than average	0	0.00
Bad/Poor	0	0.00
There was no follow-up	0	0.00
<i>Total</i>	<i>52</i>	<i>100.00</i>

The data shows that the amount of follow-up after the training was consistent and sufficient. Focus group participants commented that the rate of follow-up after the program was consistent mainly because of the relationships that were developed with trainers and administrators during the training. Also, as noted by focus group participants and interviewees, the follow-up has been one of the most important aspects of the training because they ‘know their trainers are role models who care about them’.

BOX 1: CHANGE THROUGH INSPIRATION

Michael’s story:*

“Before I came to ISBI, I was what you would consider a ‘bad boy’: I drank, I dressed like a gangster, and I hung out with bad people. To be honest, I joined the program first to learn how to con people. And then I learned that I was fooling myself. I began to have these ideas and thoughts on what life will be like if I continue with my bad behavior. The trainers are good people who understand the problems I had. It was the first time someone actually listened to what I had to say. They {ISBI} inspired me to change my life. Now I have my own business. . . I even have a friend who works for me. My life is so much better and I would like other youth to know they can change, but only if they want to.”

*Name has been changed to protect participant’s identity

F. SECTION VI: RECOMMENDATIONS

The following section outlines the recommendations based on the findings in the previous sections. The recommendations are presented with the intention to provide feedback on how to improve the ISBI YEP program in the future.

Develop a comprehensive marketing strategy

Students noted that the current marketing strategy of ISBI is concentrated on word-of-mouth by program participants. In order to reach a greater number of participants, ISBI should develop a more comprehensive and structured marketing strategy by:

- **Expanding the incentive plan and creating an Ambassadors Program.** The program mainly targets youth from informal settlement areas whose prospects for advancement to university are extremely low. Considering the fact that program graduates are already engaged in promoting the program by word-of-mouth, an Ambassadors Program should be created where program graduates (or Ambassadors) target area high schools. Ambassadors would present the Center, speak with students one-on-one about the program and provide the Center with an increased number of potential applicants.
- **Expand partnerships to include community-based organizations (CBOs).** By working with CBOs who work in the informal settlements in Nairobi, the program has the potential to reach a larger youth base. Audio and print media in the form of brochures and radio announcements about the program will allow ISBI and the CBOs to spread the word on the Program.

Increase depth of training

Most of the participants that were interviewed during the evaluation commented that the training program did not offer a specialization or diploma that would make them more employable. Although this is a complex and lengthy process, which involves other stakeholders including government, ISBI can expand its existing program and provide training in more advanced areas of ICT and entrepreneurship. This can be accomplished by **adding additional courses for a fee – 93.30% of program participants noted that the fees they paid were either fair or inexpensive, revealing that participants are willing to pay for training.** Focus group participants also confirmed this sentiment and noted they would be willing to pay for more courses if they were specialized. As such, ISBI should create more courses for participants that would give them the option to delve deeper into their technical areas of interest.

Expand partnerships to increase employment opportunities for youth

As noted in the analysis, 44.23% of program participants are currently working while 55.77% are not. By expanding and increasing partnerships, ISBI would be able to offer participants more and better quality jobs. This can be done by:

- **Extending existing relationships with partners in the public and private sector for the creation of an internship program through ISBI.** Although ISBI has used the Strathmore University alumni to connect participants with employment opportunities, the Institute must be cognizant of the fact that its participants are mainly engaged in the *informal sector*. As such, the organization should focus its attention on creating partnerships with service providers in the informal sector. This includes microfinance institutions in particular and other private sector companies that primarily work in or with the informal sector.

- ***Creating partnerships with placement agencies.*** This will allow the organization to offer this option to participants if they are not able to place participants in positions with existing partners. This will also allow ISBI to offer participants another option when searching for jobs.

Overall, ISBI was able to meet its objectives under the program including training at least 1,000 young men in ICT, entrepreneurship and life skills, and was successful in placing at least 50% in jobs, internships, self-employment, and/or voluntary community service. The program has had a tremendous influence on the participants, and has made some dramatic changes to the lives of the young men who participated in the program. Their lives have been transformed for the better as has their perception of the potential the future holds for them.

G. APPENDIX: YEP TRAINING SCHEDULE FOR ISBI

Cohort No.	Training Start Date	Training End Date	No. of Youth	Location	Contact Hours		
					Life Skills	ICT	Entrepreneurship
1	Jul-07	Sep-07	24	Nairobi	30	100	20
2	Oct-07	Dec-07	15	Nairobi	30	100	20
3	Jan-08	Mar-08	23	Nairobi	30	100	20
4	Apr-08	Jun-08	26	Nairobi	30	100	20
5	Jul-08	Sep-08	13	Nairobi	30	100	20
6	Oct-08	Dec-08	9	Nairobi	30	100	20
7	Jan-09	Mar-09	66	Nairobi	30	100	20
8	Apr-09	Jun-09	114	Nairobi	30	100	20
9	Jul-09	Sep-09	26	Nairobi	30	100	20
10	Oct-09	Dec-09	68	Nairobi	30	100	20
St. Augustine Teachers							
12	Jan-08	Dec-08	188	Ishiara	0	100	0
13	Jan-09	Dec-09	200	Ishiara	30	100	20
ISBI							
16	UP Training Only		233	Nairobi	0	100	0
TOTALS			1005		330	1300	220

NOTES

- 1 ISBI did not follow the cohort system because of the dynamic nature of the recruitment of students.
- 2 The 233 students did only the UP training.

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